

Tamassee-Salem Elementary

9950 North Highway 11
Tamassee, South Carolina 29686

Grades	K-5 Elementary School	
Enrollment	264 Students	
Principal	Myra A. Dillard	864-944-1527
Superintendent	Dr. Valerie Truesdale	864-886-4400
Board Chair	Harry B. Mays, Jr.	864-972-3629

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	32	65	6	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Good	Good	Yes
2004	Good	Below Average	Yes
2005	Good	Below Average	Yes

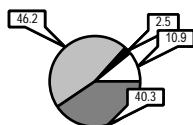
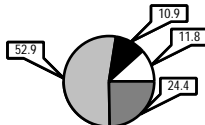
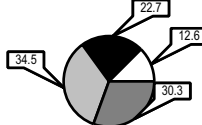
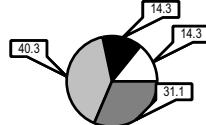
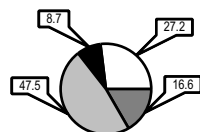
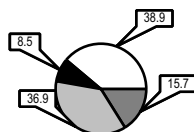
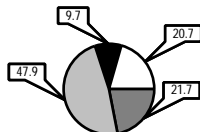
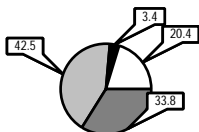
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

93.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	131	100.0	10.9	46.2	40.3	2.5	50.4	Yes	Yes
Gender									
Male	80	100.0	9.7	50.0	38.9	1.4	45.8		
Female	51	100.0	12.8	40.4	42.6	4.3	57.4		
Racial/Ethnic Group									
White	129	100.0	10.3	46.2	41.0	2.6	50.4	Yes	Yes
African American	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	95	100.0	4.7	45.9	45.9	3.5	60.0		
Disabled	36	100.0	26.5	47.1	26.5	0.0	26.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	131	100.0	10.9	46.2	40.3	2.5	50.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	131	100.0	10.9	46.2	40.3	2.5	50.4		
Socio-Economic Status									
Subsidized meals	77	100.0	11.9	50.7	35.8	1.5	43.3	Yes	Yes
Full-pay meals	54	100.0	9.6	40.4	46.2	3.8	59.6		

Mathematics – State Performance Objective = 36.7%									
All Students	131	100.0	11.8	52.9	24.4	10.9	55.5	Yes	Yes
Gender									
Male	80	100.0	9.7	54.2	25.0	11.1	56.9		
Female	51	100.0	14.9	51.1	23.4	10.6	53.2		
Racial/Ethnic Group									
White	129	100.0	12.0	52.1	24.8	11.1	55.6	Yes	Yes
African American	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	95	100.0	8.2	48.2	31.8	11.8	63.5		
Disabled	36	100.0	20.6	64.7	5.9	8.8	35.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	131	100.0	11.8	52.9	24.4	10.9	55.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	131	100.0	11.8	52.9	24.4	10.9	55.5		
Socio-Economic Status									
Subsidized meals	77	100.0	14.9	53.7	23.9	7.5	53.7	Yes	Yes
Full-pay meals	54	100.0	7.7	51.9	25.0	15.4	57.7		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	131	100.0	12.6	34.5	30.3	22.7	52.9
Gender							
Male	80	100.0	15.3	29.2	31.9	23.6	55.6
Female	51	100.0	8.5	42.6	27.7	21.3	48.9
Racial/Ethnic Group							
White	129	100.0	12.0	34.2	30.8	23.1	53.8
African American	1	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	95	100.0	10.6	31.8	30.6	27.1	57.6
Disabled	36	100.0	17.6	41.2	29.4	11.8	41.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	131	100.0	12.6	34.5	30.3	22.7	52.9
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	131	100.0	12.6	34.5	30.3	22.7	52.9
Socio-Economic Status							
Subsidized meals	77	100.0	17.9	40.3	25.4	16.4	41.8
Full-pay meals	54	100.0	5.8	26.9	36.5	30.8	67.3

Social Studies							
All Students	131	100.0	14.3	40.3	31.1	14.3	45.4
Gender							
Male	80	100.0	15.3	37.5	27.8	19.4	47.2
Female	51	100.0	12.8	44.7	36.2	6.4	42.6
Racial/Ethnic Group							
White	129	100.0	13.7	40.2	31.6	14.5	46.2
African American	1	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	95	100.0	12.9	38.8	31.8	16.5	48.2
Disabled	36	100.0	17.6	44.1	29.4	8.8	38.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	131	100.0	14.3	40.3	31.1	14.3	45.4
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	131	100.0	14.3	40.3	31.1	14.3	45.4
Socio-Economic Status							
Subsidized meals	77	100.0	16.4	44.8	29.9	9.0	38.8
Full-pay meals	54	100.0	11.5	34.6	32.7	21.2	53.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	34	100.0	9.4	40.6	46.9	3.1	50.0
	4	46	100.0	9.1	65.9	25.0	N/A	25.0
	5	45	100.0	27.3	65.9	6.8	N/A	6.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	42	100.0	2.7	21.6	67.6	8.1	75.7
	4	43	100.0	10.8	54.1	35.1	0.0	35.1
	5	46	100.0	17.8	60.0	22.2	0.0	22.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	34	100.0	6.3	65.6	21.9	6.3	28.1
	4	46	100.0	2.3	61.4	29.5	6.8	36.4
	5	45	100.0	6.8	70.5	18.2	4.5	22.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	42	100.0	13.5	54.1	21.6	10.8	32.4
	4	43	100.0	13.5	37.8	37.8	10.8	48.6
	5	46	100.0	8.9	64.4	15.6	11.1	26.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	42	100.0	8.1	51.4	27.0	13.5	40.5
	4	43	100.0	16.2	13.5	35.1	35.1	70.3
	5	46	100.0	13.3	37.8	28.9	20.0	48.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	42	100.0	10.8	43.2	32.4	13.5	45.9
	4	43	100.0	5.4	27.0	45.9	21.6	67.6
	5	46	100.0	24.4	48.9	17.8	8.9	26.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 264)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.1%	Down from 7.5%	3.5%	3.0%
Attendance rate	97.2%	Up from 97.1%	96.3%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.7%	Down from 21.6%	4.4%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.6%	Down from 16.0%	3.5%	3.2%
Eligible for gifted and talented	7.6%	Up from 6.2%	11.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	18.4%	Down from 21.9%	9.4%	8.2%
Older than usual for grade	0.8%	Up from 0.0%	1.0%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 24)				
Teachers with advanced degrees	45.8%	Up from 40.0%	53.1%	52.6%
Continuing contract teachers	83.3%	Up from 80.0%	85.7%	83.3%
Highly qualified teachers	100.0%	Up from 95.2%	94.2%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	83.2%	Up from 81.9%	87.7%	87.0%
Teacher attendance rate	94.7%	Down from 96.2%	94.8%	95.0%
Average teacher salary	\$38,985	Down 1.6%	\$41,646	\$41,703
Prof. development days/teacher	12.2 days	Up from 9.2 days	13.0 days	12.8 days
School				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 18.1 to 1	18.4 to 1	18.8 to 1
Prime instructional time	90.3%	Down from 92.2%	89.2%	89.8%
Dollars spent per pupil*	\$7,353	Up 6.3%	\$6,047	\$6,242
Percent of expenditures for teacher salaries*	62.0%	Up from 61.7%	64.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	89.0%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The education and well-being of our students always comes first at Tamassee-Salem Elementary School. Our faculty and staff strive to provide a safe learning environment that meets the needs of each child. We were one of only fifty-four schools in South Carolina to be named a Red Carpet School by the State Department of Education for this school year. This award is given to schools for providing warm, friendly environments that help make visitors feel welcome and a part of the school family. Our school was also one of 132 schools recognized by the State of South Carolina Education Oversight Committee for closing the achievement gap among students of differing economic, racial, and ethnic groups. We met "Adequately Yearly Progress" under the federal No Child Left Behind Act for the second year in a row. Through an emphasis on reading, our school was listed on the Governor's Reading Honor Roll of Schools in South Carolina.

Our faculty continued their education over the past year by attending classes in 6+1 Writing, Literacy Lead training, Spanish, technology, reading strategies, and positive behavior interventions. Our teachers are dedicated to furthering their education in order to provide our students with the best possible learning experiences.

Twelve of our fifth grade students were inducted into the Junior Beta Club. Eleven students were served in our Gifted and Talented program. Three of our students represented our school in the AOP Regional Science Fair. Students participated in the Art Club, Science Club, Cup Stacking Club, chorus, and orchestra. Several of our students performed in the annual district-wide Mayfest Choral Performance. Our annual Talent Showcase provided an opportunity for our students to entertain us, and many of our students had artwork exhibited in the Blue Ridge Arts Association.

Our students continue to give back to the community by raising money for tsunami relief through our local Red Cross, raising money for sick children through the St. Jude's Math-a-thon, raising money for heart research through Jump Rope for Heart, recycling paper and cans, and collecting toys for needy children at Christmas through Marvin's Kids.

We continue to use our Cougar Celebration Hall to acknowledge our pride in the progress of our students in all areas of their lives. This hall celebrates academics, creativity, and character. We also appreciate the support of our Tamassee-Salem families who volunteer many hours to our students and continue to support our Back-to-School Night, Open House, Grandparents' Week, PTO events, concerts, and other programs.

Our students may leave our halls, but they never leave our hearts.

Myra A. Dillard

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	40	31
Percent satisfied with learning environment	100.0%	92.5%	93.3%
Percent satisfied with social and physical environment	100.0%	92.3%	93.5%
Percent satisfied with school-home relations	87.0%	90.0%	74.2%

*Only students at the highest elementary school grade level at this school and their parents were included.